

TEACHER LESSON PLAN

Duh Bruh 1: Three is NOT a Crowd

By Maria Rinaldi Hueseman

Adapted for Younger Readers

Social-Emotional Learning | Grades 1–3

AT A GLANCE

OVERVIEW	DETAILS
Book	Duh Bruh 1: Three is NOT a Crowd
Author	Maria Rinaldi Hueseman
Grade Level	1st – 3rd Grade (Ages 6–9)
Subject Areas	ELA / Social-Emotional Learning (SEL) / Health
Lesson Duration	5 short sessions (20–30 min each) — can be condensed to 3
Core Theme	Sharing friends, feeling left out, kindness, and using your words
Materials Needed	Book, drawing paper or journals, crayons/markers, whiteboard, printed S.O.A.R. picture template (provided)

STANDARDS ALIGNMENT

STANDARD	ALIGNMENT
CCSS ELA	RL.1-3.1 – Ask/answer questions about key details; RL.1-3.3 – Describe characters and feelings; SL.1-3.1 – Participate in collaborative talk; W.1-3.1/3 – Share an opinion or tell about an experience
CASEL SEL	Self-Awareness, Self-Management, Social Awareness, Relationship Skills, Responsible Decision-Making
Health/Wellness	Naming feelings, simple calming strategies, kind ways to treat friends

LEARNING OBJECTIVES

By the end of this unit, students will be able to:

- Name the feelings characters have, like happy, jealous, left out, or worried.
- Talk about how Paisley, Poppy, and Pat act when they have a problem with a friend.
- Practice one or two breathing tricks from the book to feel calm.
- Use a simple picture version of S.O.A.R. to think through a friend problem.
- Draw or talk about a time they felt left out, and what helped.
- Show kindness by acting out a friend scene from someone else's point of view.

KEY VOCABULARY

Pre-teach these words with simple pictures or hand motions before reading.

WORD	STUDENT-FRIENDLY DEFINITION
Jealous	A funny, uncomfortable feeling when you wish you had what someone else has, or worry about sharing a friend.
Empathy	Thinking about how someone else feels, like walking in their shoes.
Left out	Feeling sad because you weren't included in something.
Brainstorm	Coming up with lots of ideas, even silly ones, to solve a problem.
Promise (Vow)	A big, serious promise you make to be better.
Calm down	Using a strategy, like breathing, to help your big feelings get smaller.
Sorry / Fix it	Saying or doing something kind to make a problem better.

SESSION-BY-SESSION PLANS

Sessions are shorter (20–30 minutes) with more movement, drawing, and read-aloud, and less independent writing, to match the attention span and skills of grades 1–3.

SESSION 1: Meet Paisley and Talk About Friends (20–30 min)

Hook (5 min)	Sit in a circle. Ask: "Who is your best friend? Give a thumbs up if you have ever felt jealous before." Talk briefly about what jealous means.
Read Aloud (10 min)	Read the beginning of the book through the part about Paisley and Poppy being best friends and feeling jealous. Stop to ask: "Why do you think Paisley feels jealous sometimes?"
Talk Together (5 min)	Q1: Is it okay to feel jealous sometimes? Q2: What does your face or body do when you feel jealous?
Activity (5–10 min)	FEELINGS DRAWING: Students draw a picture of a time they felt left out or jealous, with one word or simple sentence underneath (teacher can scribe for younger students).
Wrap-Up	Remind students: everyone feels jealous sometimes, and that's okay. Homework (optional): Notice one big feeling at home and tell a grown-up about it.

SESSION 2: A New Friend Named Pat (20–30 min)

Warm-Up (3 min)	Quick share: "Did anyone notice a big feeling since last time?"
Read Aloud (10 min)	Read the part where Pat joins the class and the recess problem happens. Use silly voices for Poppy and Paisley.
Talk Together (5 min)	Q1: Why do you think Poppy didn't want to be friends with Pat at first? Q2: How do you think Pat felt?

Activity: Act It Out (10 min)	In groups of 3, students act out the recess scene. Freeze when Poppy says she's upset. Each student says one feeling word for their character.
Wrap-Up	Quick share: "If you were Pat, how would you feel?"

SESSION 3: Breathing and Fixing the Problem (20–30 min)

Warm-Up: Breathe Together (8 min)	Teach 1–2 breathing tricks from the book (Balloon Breathing and Star Breathing work well for this age). Practice together 2–3 times.
Read Aloud (7 min)	Read the part where Paisley steps away to think and comes up with an idea to fix things.
Talk Together (5 min)	Q1: How did stepping away and breathing help Paisley? Q2: What helped Poppy change her mind?
S.O.A.R. Picture Activity (10 min)	Use the simplified picture S.O.A.R. template (4 boxes with pictures: What happened? / What could I do better? / What did I do? / What happened next?). Do one together as a class about the book, then students draw their own simple version about a small problem they've had.
Wrap-Up	One or two students share their S.O.A.R. drawing.

SESSION 4: New Friends and Old Friends (20–30 min)

Read Aloud (8 min)	Read the end of the book, including the part where the three friends find something in common and the 'Duh Bruh' list of tips.
Talk Together (5 min)	Q1: What helped Poppy and Pat become friends? Q2: Can you have a new friend AND keep your old friend? How?
Creative Activity (12–15 min)	PICK ONE: A) Draw the three friends together having fun. B) Draw a 'new friend' you would like to have and one thing you'd do together. C) Color a class friendship poster with everyone's name on it.
Share (5 min)	Walk around and look at each other's drawings ('gallery walk').

SESSION 5: Remember and Celebrate (20–30 min)

Warm-Up (5 min)	Ask: "What is one thing this book teaches us about friends?" Students share with a partner.
Tell-About-It Activity (10–15 min)	Instead of an essay, students complete a simple sentence-starter worksheet (with pictures): "A time I felt left out was ____." "Next time I feel jealous, I can ____." Younger students may draw and dictate answers to the teacher.
Partner Share (5 min)	Students share their worksheet with a partner and say one kind thing about their partner's idea.
Closing Circle (5–10 min)	Each student finishes ONE sentence aloud: "One thing I'm going to try when I feel jealous is..." OR "The character I liked most was ____ because..."

DISCUSSION QUESTION BANK

Use a few of these across sessions or in small reading groups. Keep questions short and concrete for this age group.

Comprehension

- Why does Paisley want to be friends with Pat?
- What does Poppy say about Pat? How do you think that made Pat feel?
- What does Paisley do to calm down before talking to Poppy?

Feelings & Connections

- Have you ever felt stuck in the middle between two friends?
- Have you ever judged someone before you got to know them, like Poppy did?
- Which calm-down trick do you already use? Which one do you want to try?

Thinking It Through

- Do you think it's better to have a smaller group of friends or a big group? Why?
- Was Paisley a good friend? Why or why not?
- If you could give Paisley, Poppy, and Pat one tip, what would it be?

ASSESSMENT OVERVIEW

TYPE	TASK	WHAT TO LOOK FOR
Formative	Feelings drawing (Session 1)	Effort to connect a personal feeling; willingness to share
Formative	S.O.A.R. picture activity (Session 3)	Can identify the problem and one idea to help; participation
Formative	Talk-together participation	Listening to others; using a feeling word; taking turns
Summative	Creative drawing project (Session 4)	Shows understanding of the story; effort and creativity
Summative	Sentence-starter worksheet (Session 5)	Completes thought with a real connection to the book
Self-Assessment	Closing circle share	Willingness to name one thing to try next time

DIFFERENTIATION STRATEGIES

SUPPORT (Below Grade)	ON GRADE LEVEL	ENRICHMENT (Above Grade)
Pair students with a buddy to talk through ideas before drawing or sharing. Offer sentence starters with blanks to fill in or point to a picture.	Standard activities as written in each session.	Add a written sentence or two to drawings. Ask 'why' follow-up questions during discussion.
Use the picture S.O.A.R. template with the first box already filled in.	Complete all four S.O.A.R. picture boxes with guidance.	Add a 5th box: 'What I learned about being a good friend.'
Allow students to dictate their sentence-starter answers to an adult or peer helper.	Complete the worksheet independently.	Write one extra sentence explaining their answer with a reason.

EXTENSION & ENRICHMENT IDEAS

EXTENSION IDEA	DESCRIPTION
Calm-Down Corner Poster	Create a class poster with pictures of the breathing tricks from the book to use as a calming visual reminder.
Friendship Bracelet/Card	Students make a small card or bracelet for a classmate as a kindness gesture.
Class Friendship Promise	As a group, create and 'sign' (with a drawing or name) a simple class promise to be kind and include others.
Book Talk Drawing	Students draw a picture of their favorite part to recommend the book to a friend.
School Counselor Visit	Invite the counselor for a short, playful lesson on feelings and making new friends.
Family Share	Send home the picture S.O.A.R. template and one breathing trick for families to try together.

TEACHER NOTES & TIPS

Sensitive Topics to Watch For

- Jealousy and feeling left out are very real for young children. Some students may become emotional or share something personal — respond with warmth, and loop in the school counselor if something significant comes up.
- Young children may act out feelings physically. Build in movement breaks and model calm-down strategies often.

Classroom Culture

- Use simple, consistent feeling words across the unit (happy, sad, jealous, left out, calm) so students build a shared vocabulary.
- Model your own simple example: 'I felt jealous once when...' to show that big feelings are normal.

About the Breathing Exercises

- For this age group, focus on just 1–2 breathing tricks (Balloon Breathing and Star Breathing are easiest) rather than all four, so students can really master them.
- Practice as a quick daily ritual — even 60 seconds — to build the calm-down habit.

The S.O.A.R. Framework

- For grades 1–3, S.O.A.R. works best as a 4-box picture chart rather than written text. Keep language simple: What happened? / What could I do better? / What did I do? / What happened after?
- Consider laminating a class-size S.O.A.R. poster for ongoing use during real classroom conflicts.